



OPERATIONAL SELECTION POLICY OSP31

POST 16 EDUCATION

1974 - 1988

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Appendix A: Index to selected records

1 Authority

- 1.1 The National Archives' Acquisition and Disposition Policy statement announced the intention of developing Operational Selection Policies across government. These policies apply the collection themes described in the statement to the records of individual departments and agencies.
- 1.2 Operational Selection Policies are working tools for those involved in the selection of public records. This policy may, therefore, be reviewed and revised in the light of comments received from the users of the records or from archive professionals, the Department for Education and Skills' experience of using the policy, or as the result of newly discovered information. There is no formal cycle of review but we would welcome comments at any time. The extent of any review and revision exercise will be determined according to the nature of the comments received.

If you have comments on this policy, please e-mail:
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Acquisition and Disposition Manager
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2 Scope

- 2.1 This Operational Selection Policy focuses on the period from 1974, the beginning of the second Wilson administration, to the passing of the Education Reform Act 1988.
- 2.2 It covers the involvement of central government, including some statutory bodies in establishing educational policies, procedures and practice relating the provision of education for young persons and adults. It also covers the development of vocational education involving the records of both the Department of Education and Science and the Employment Department.
- 2.4 Responsibility for universities within Wales did not pass to the Secretary of State for Wales until 1992 though that for local authority higher and further education and adult education was transferred in 1978. Although an Operational Selection Policy for the Welsh Office exists, much of the coverage of this Policy falls outside the scope of the Welsh one. This means that aspects relating to Wales will be covered by this Policy where appropriate.

- 2.5 The Operational Selection Policy does not cover matters relating to Scotland, which had its own Education system. However the Universities Funding Council funded Scottish universities until 1992 when responsibility was passed to the Scottish Higher Education Funding Council. Selected files relating to higher education in Scotland have been passed to the Scottish Record Office. A similar arrangement has been made with Northern Ireland with records relating to the province sent to Public Record Office of Northern Ireland.
- 2.6 It does not include central government involvement in the provision of education for children and young people of statutory school age; see Operational Selection Policy OSP19 School Age Education (3-16 Year Olds) 1974-1988. Nor does it deal with responsibilities held by the Employment Department or its agencies in providing employment opportunities, except in the provision of careers guidance.
- 2.7 It is not an exhaustive statement of all records that will be acquired but it is intended to provide a clear direction to any who are making review decisions.
- 2.8 This Operational Selection Policy addresses various issues relating to social inclusion which were relevant to the functions of the Department. For a detailed analysis see section 5.19.

3 Responsibilities

3.1 Responsibilities of the Department of Education and Science (DES)

3.1.1 The responsibility of the Department of Education and Science, which has most relevance for this Operational Selection Policy, is the requirement to promote education in England, and until 1978, post-school education in Wales. Responsibility for monitoring the provision and quality of vocational education was to some extent shared between the Department of Education (DES) and various training agencies established by the Department of Employment. The DES had overall responsibility for the Government's relations with universities in England, Wales and Scotland until 1988, though the University Grants Committee carried out the implementation of such policy.

3.1.2 A number of branches of the DES carried out functions relating to these responsibilities. Those having most relevance for this Operational Selection Policy are as follows:

In 1974 there were four Further and Higher Education Branches:

Branch I was responsible for the development planning of higher education in the non-university sector, planning of initial teacher training, the administration and financing of colleges of further education, teachers' in-service training and student discipline and welfare

Branch II was responsible for polytechnics and advanced further education. In addition, it had special responsibility for further education provision in architecture, agriculture, art and design, business, music and related fields.

Branch III was responsible for adult education, the Youth Service and included capital grants given to community centres and village halls. The branch also had responsibility for all aspects of further education that was related to business and industry.

Branch IV was responsible for the Department's relations with universities. These included university government and admission policy; student affairs, including residency issues; financial responsibility for certain universities; and liaison with the University Grants Committee.

3.1.3 By 1988, there were three **Higher and Further Education Branches**, in the main carrying out the same functions though with some additions.

Branch I was responsible for most functions relating to the Departments relations with universities including the University Grants Committee. Its role in the development of the use of computers and information technology had been enhanced. It was also responsible for higher education courses provided by local authorities.

Branch II was responsible for youth education with particular emphasis being laid on the provision of work related and vocational training. It continued to hold responsibility for education in the area of music, art and related subjects.

Branch III was responsible for non-vocational adult education, including university extra-mural departments and adult literacy. The Branch was also responsible for the Open University and distance learning, and matters relating to students, including awards, grants and admissions.

3.1.4 **University Grants Committee**

The University Grants Committee had responsibility for determining the allocation of financial grants to universities in the United Kingdom, and to advise the government on their application. It also had the responsibility to collect and make available information on university education, and to assist in the development of university education.

3.2 **Responsibilities of the Department of Employment**

3.2.1 The responsibility of the Department of Employment which is most relevant to this Operational Selection Policy, is the requirement to improve training arrangements so that young people get a better preparation for work, and adults obtain the skills they need to increase their opportunities for employment.

3.2.2 By 1988 the Manpower Division 1 had responsibility for this function. This included liaison with the Manpower Services Commission (MSC) and a number of government and other agencies responsible for providing or advising on the provision of vocational training. The Careers Service Branch of the Division was responsible for Local Education Authority (LEA) careers services.

3.3 **Responsibilities of the Welsh Office**

3.3.1 After 1978, responsibility for all transferred educational matters within Wales relating to the post 16 year groups lay with the Welsh Office Education Department.

4 Relevant Collection Themes in The National Archives' Acquisition and Disposition Policies

4.1 The National Archives' Acquisition policy (published on the website at <http://www.nationalarchives.gov.uk/recordsmanagement/selection/acquisition.htm>) outlines those themes that form the basis of The National Archives' appraisal and selection decisions. Of these themes, the following are of potential relevance to the work of the Departments covered by this Operational Selection Policy:

2.1.5 Formulation and delivery of social policies

2.2.1 Policy and administrative processes of the state

2.2.2 Interaction of the state with its citizens and its impact on the physical environment: documented by the state's dealings with individuals, communities and organisations outside its own formal boundaries

4.2 The National Archives' Disposition policy (published on the website at <http://www.nationalarchives.gov.uk/recordsmanagement/disposition/policy.htm>) identifies records that are more fittingly deposited with or presented to other archives. Paragraphs in the statement, which are of relevance to records created by the Department of Education and Science and the Department of Employment, are:

2.2.1 local record offices for records of projects relating to specific local education authorities or schools

2.2.3 recognised educational repositories for records relating to principles of education and educational theory

2.2.3 recognised repositories dealing with social and industrial history for records relating to vocational training, particularly those closely related to the activities of the Department of Employment

4.3 Unless otherwise stated, the records that will be selected for permanent preservation relate to policy decisions made by the Department and not to case files and other unregistered papers.

5 Themes for Selection

Within the core functions of those departments and agencies with responsibilities for education of students over 16 years old, the themes identified in this section were of particular significance during the period 1974-1988. There is no significance in the order in which these themes have been presented.

5.1 Training for Work, including provision of vocational training

- 5.1.1 The importance of vocational training was recognised by both Departments, and it was accepted that such training should start before children left school. The provision of such training together with a formal qualification was seen as an alternative to A level. This resulted in the introduction of the Certificate of Pre-vocational Education. One element of this was the involvement of prospective employers in determining its content. Records illustrating the Departments' involvement in forwarding this initiative will be selected.
- 5.1.2 The Employment and Training Act 1973 set up the Manpower Services Commission in January 1974 and the Training Services Agency in April 1974. Records relating to this have been selected from the records of the Department of Employment and Productivity. Similar records charting the DES' involvement in the implementation of the Act will also be selected.
- 5.1.3 Throughout the 1970s, there were continuing efforts to co-ordinate and integrate training and education and to forge improved links between industry and the education service, with special attention being given to the links between schools and industry. As part of this initiative, consideration was given to the inclusion of teachers on Industrial Training Boards.
- 5.1.4 The recognition of the importance of vocational training dated back to the period following the First World War, and resulted in a number of Joint Councils being set up to oversee curricula and the award of qualifications. These covered a wide variety of different trades and the professional body involved served most of them; the DES and its predecessors were represented usually by a member of Her Majesty's Inspectorate for Schools. In 1983, it was decided that the Councils should amalgamate with the Business and Technician Education Council, and the last independent council was wound up in 1987. Records relating to the DES' relationship with the Councils and the decision to re-organise them will be selected. The records of many of the Joint Councils can be found in ED 182.
- 5.1.5 The Business Education Council (BEC) was set up in 1974 by the City and Guilds of London to investigate schemes of further and higher education for people whose occupations fall into the broad area of business and commerce, but whose needs would not be fulfilled by typing courses. The establishment of such courses was one of the recommendations of the Haslegrave Committee that had been sponsored by National Advisory Council on Education for Industry and Commerce (NACEIC). The committee's records can mainly be found in ED 163 while records relating to the later development of BEC will also be selected.
- 5.1.6 In his Ruskin College speech of October 1976, the Prime Minister Jim Callaghan encouraged the involvement of parents, teachers, learned and professional bodies, representatives of higher education, industry and government to play an increasing part in formulating and expressing the purposes of education and the standards that ought to be achieved. An immediate result of this was that the DES organised conferences on four main aspects of education one of which was

the relationship between school and working life. Records relating to any follow up to the speech will be selected.

- 5.1.7 In 1976, the DES, the Scottish Education Department (SED) and the Welsh Office Education Department (WOED) discussed the question of vocational preparedness with the Training Services Agency. These discussions were designed to facilitate the setting up of pilot schemes to identify the types of vocational preparedness that would appeal to young people and gain the support of employers. It was aimed at school leavers with no formal qualifications and little or no training once they started work. Records relating to the policies behind these initiatives will be selected though those relating to specific projects will not.
- 5.1.8 It was also recognised that there was a need for a closer understanding between educational institutions and industry and this resulted in a number of schemes set up by the Confederation of British Industry (CBI), the Trades Union Congress (TUC) and the Schools Council. In schools, the 16-18 year olds were particularly targeted as the initiative was seen as giving such students a better start in their working life. Information relating to these schemes and the policy behind them will be selected.
- 5.1.9 In November 1976, the Department introduced industrial scholarships aimed at improving the quality of graduate recruits to manufacturing industries. This involved the active participation of industry and was jointly financed by both the private sector and the government. Records relating to this development will be selected.
- 5.1.10 In the same year, the Training and Further Education Consultative Group was set up by DES and Manpower Services Commission (MSC) as a national forum to discuss matters of common interest relating to training and further education. These included existing schemes such as the Training Opportunities Scheme (TOPS), which was extended to include young people, other MSC projects such as the Work Experience Programme (WEP) and other complementary educational initiatives leading to, increased co-operation between the various providers. In 1980, although it had been announced that TOPS would be extended, it appeared that the amount of money available would be less than in previous years. Records relating to the establishment, development and involvement between various government departments concerning the extension of the scheme will be selected.
- 5.1.11 The Manpower Services Commission was set up by the Employment and Training Act 1973. As well as carrying out purely employment functions, the Commission was responsible for training. Between 1974 and 1977, there was a separate Training Services Agency, but in the latter year, it was incorporated in the Commission as a separate division. In 1988, those functions that related to training were transferred to a new Training Agency. In its turn, this Agency only lasted to 1990, when it was re-united with the Employment Department. Records relating to the policy determining these changes will be selected.

- 5.1.12 In 1977, the report of the Holland Committee, *Young People and Work* was published. The Committee had been set up by the Department of Employment, with DES representation. The report recommended that there should be a coherent programme of opportunities provided for unemployed young people between the ages of 16 and 18. This would be introduced in April 1978 and be fully operational by September. It would provide work experience reinforced by further education and training. Records relating to the Committee and the way that its recommendations were to be implemented will be selected.
- 5.1.13 The development of the North Sea oilfields led to an increased demand for engineers with qualifications relevant to the petroleum industry. This was probably of greater significance for the Scottish Education Department, but where papers exist among DES and UGC files, they will be selected. As a response to this demand, the Committee of Inquiry into the Engineering Profession (Finniston Committee) was set up by the Department of Trade and Industry in 1977 and reported in 1980. The committee investigated the requirements of engineering industry in relation to the education and qualifications of engineers at professional and technical levels. DES was represented on the Committee. Records of the Committee have been transferred to The National Archives and can be found in BT 251. Files relating to the responses of the DES and Employment Department to its recommendations should be selected.
- 5.1.14 By 1977, pilot schemes known as Unified Vocational Preparation had been introduced as a joint venture by the DES and the Manpower Services Commission. Their purpose was to provide part time further education for young people in occupations where there was no tradition of systematic education or training. Initially progress was slow as there was a need to convince employers of the value of such schemes. Many were unwilling to release staff so they could participate and there was also some resistance from further education institutions. However, by 1979, there were an increasing number of such schemes in existence and this trend continued into the 1980s. Records relating to the introduction of the schemes, monitoring its progress and the analysis of its success will be selected.
- 5.1.15 Further encouragement was given to promote training for the young unemployed during 1977 by allowing them to undertake three days of further education per week without losing entitlement to benefit. People taking advantage of this were expected to remain available for work if it was offered. LEAs received resources to enable them to provide additional places in colleges to compliment MSC activities. Some of the additional money would be used towards providing accommodation and was seen as part of the fight against unemployment.
- 5.1.16 As concern over youth unemployment continued throughout the 1970s, the Youth Opportunities Programme (YOP) was introduced in 1978. This had a much stronger training element than Work Experience Programme. People

undertaking courses in either of these schemes were accorded benefit rights. Records relating to these schemes will be selected from among the records of the Department of Health and Social Security as well as from the DES and MSC.

- 5.1.17 The Training and Further Education Consultative Group which was established in 1979, worked with the MSC's Training and Skills programme looked after the needs of young people, in particular 16-year-old school leavers and supported Youth Opportunities Programme and Unified Vocational Programme initiatives. It considered the effects of the public expenditure cuts on MSC's activities and their future implications. Records relating to the Group's activities and the involvement of the DES and MSC will be selected.
- 5.1.18 Throughout the period, the DES had promoted schemes to encourage 16 to 18 year olds to remain in full time education. It recognised that in many cases, their failure to do so was caused by economic constraints. By May 1978, the government announced that it was ready to make a commitment to an increase in the provision of grants to enable students in this age range to remain in full time education. This was included in the 1978 Education Bill with the new arrangements to take place in 1979. Pilot schemes were introduced in selected areas from September 1978.
- 5.1.19 From September 1978, a number of projects were started designed to run until 1981, looking at the ways that the gap between work and school could be bridged. Some of these focussed on less bright pupils, another on the special needs of West Indian and Asian students who had been unable to find employment, and another improving the careers guidance given by schools. Records relating to the thinking behind these projects will be selected; consideration will be given to the selection of reports and comments but the working papers will not be selected.
- 5.1.20 In 1979 the DES set up a Joint Working Group under the chairmanship of Neil McFarlane, the permanent private secretary, to look into the provision of education for the 16-19 age group. The Group included representatives from local authorities, the MSC and the Employment Department. The Group looked at academic and organisational issues and these were discussed with LEAs. Records relating to the establishment of the Group, its proceedings and the way in which its recommendations were implemented will be selected.
- 5.1.21 Although, government's main priority was in training young people for work, by 1979, the need for providing some element of retraining for unemployed adults was recognised. A scheme was set up by the Business Education Council to develop post-experience programmes to introduce them to enable them to change career direction and take on new responsibilities. The need for providing education in the developing area of information technology was recognised. Files relating to the policy behind these schemes will be selected.

- 5.1.22 A number of initiatives were introduced during the 1970s and 1980s to provide an element of vocational training for unemployed young people. Resulting from the Finniston report, the need to provide ways in which full and part time training could be provided for employed members of the same age group (16-19) was recognised. It also recommended the introduction of four-year engineering courses at degree level. Records relating to the identification of the issues involved and the various ways of taking them forward will be selected.
- 5.1.23 By 1978, emphasis was on the need to focus education more closely to the requirements of industry. The Department recognised that a well-educated work force was needed to provide support for the government's industrial strategy. Proposed actions included schemes to co-finance scholarship schemes such as the National Engineering Scholarship Scheme. Records illustrating the Departments' interest and activities in this area will be selected.
- 5.1.24 The various training initiatives that were introduced during the 1970s and 80s resulted in a number of consequences that affected the DES. One of these was the need to provide additional places in further education institutions to accommodate prospective students. Records relating to the DES' participation in discussions will be selected, as will those relating to the department's approach to FE establishments. Records relating to individual institution's reactions and planning will not.
- 5.1.25 The National Advisory Council on Education for Industry and Commerce (NACEIC) was set up in 1948 with a remit to provide advice on ways to encourage education in this area including training for management and allied professions. During the early 1970s, the Council had been under review and its continued existence was under consideration. By 1977 many of its functions had passed to the Business and Technician Education Council and it was wound up. Some records relating to DES's relationship with the Council can be found in ED 46. Later files relating to its demise will be selected.
- 5.1.26 As part of the Youth Opportunities Programme further education colleges were encouraged to provide training and courses for young people involved in the schemes. Records relating to the programme can be found in ET 2/14-15. In 1980, the expansion of the Scheme was announced, leading to the introduction of the Youth Training Scheme, which was aimed at providing a better-trained work force for the future. The new Scheme came into operation in 1983. The MSC was planning, in conjunction with selected LEAs to develop models of comprehensive provision of education, training and work experience within the Scheme.
- 5.1.27 During the 1980s the relationship between the Department of Education and Science and the Training Services Agency (part of the Manpower Services Commission) were vital to the success of the various initiatives aimed at improving vocational training as part of the fight against increasing

unemployment. Records illustrating the ways in which this co-operation was developed will be selected.

- 5.1.28 Another initiative introduced during the 1980s was aimed at increasing co-operation between the DES and the Training Services Agency. This included work with the various Industrial Training Boards (ITBs) that had been set up in the 1960s. By the end of the period covered by this OSP, most boards had been abolished. Records of some of the Boards have already been transferred into series with the LAB letter code. Files illustrating the Departments' involvement with the training boards will also be selected.
- 5.1.29 The Government produced a White Paper, *A New Training Initiative: a programme for action* in 1981. This did not appear to introduce any new initiatives but was designed to build on those already existing including the Youth Training Scheme, improved access to technical training and the need to introduce recognised standards for all craft, technical and professional skills. It recognised the need for fuller preparation for work in schools and recommended the introduction of vocationally relevant courses in full time education. The White Paper was produced by the Department of Employment and records from the department dealing with the formulation of its policy in this area and those covering the drafting of the White Paper will be selected.
- 5.1.30 The Technical and Vocational Education Initiative (TVEI) was introduced in 1983 as a local initiative sponsored by the MSC. It produced educational programmes aimed at 14 to 18 year olds and was designed to prepare them for adult and working life. Many of these schemes were concerned with the new technologies and continued the development of the curriculum begun in 1982 (see OSP 19). Pilot projects were introduced into secondary and comprehensive schools, sixth form colleges and further education institutions. Students were expected to select vocational subjects as well as traditional academic ones. Records relating to the setting up of the projects will be selected. HMI reports on some of the pilots can be found in ED 255.
- 5.1.31 PICKUP (Professional, Industrial and Commercial Updating Programme) was launched in 1982. It was aimed at adults in employment and was designed to assist further education institutions to design courses suitable for students from this background. As part of its activities the Scheme produced detailed information on what courses and where they were being provided. Records relating to the establishment of PICKUP will be selected; those relating to courses will not.

5.2 **Information Technology**

- 5.2.1 The importance of information technology was recognised throughout the period covered by this Operational Selection Policy. Initiatives set up by the DES and the MSC relating to the recruitment and training of computer specialists will be selected. Working parties were set up in the UGC to advise on the subject.
- 5.2.2 The Computer Board for Universities and Research Councils was set up in 1966 to provide support in procurement to enable universities to purchase and extend the use of information technology. It also monitored developments in order to ensure that programmes were efficiently commissioned, used and managed. The Board was wound up in 1988 and replaced by the Information Systems Committee part of the newly established Universities Funding Council. The Board's minutes and papers have been transferred to The National Archives (ED 225 and ED 226) as has a selection of its correspondence files. Records relating to the relationship between the Board and the University Grants Committee will be selected.
- 5.2.3 In 1973, the Technician Education Council was set up under the management of City and Guilds of London to develop a system of courses for technicians. During the late 1970s, it received a large increase in central government funding and many new courses were introduced. It was closely connected with the Business Education Council and in 1983, the two merged to form the Business and Technology Education Council (BTEC). Records relating to the DES' encouragement of the Councils' remits will be selected, as will those relating to the merger of the two bodies.
- 5.2.4 The Council for Educational Technology was set up in 1973 replacing the National Council for Educational Technology. In 1988 it was amalgamated with the Micro-electronic Education Support Unit and reverted to its original title. Records of these bodies can be found under letter code EA. Records relating to the changes and the DES' involvement in them will be selected though not those of individual projects.
- 5.2.5 In 1979, the MSC set up a working party to look into the demand for people trained to work in Information Technology. The work of this group led to the expansion of courses in programming and systems analysis. As part of the same project, the MSC made an offer of financial support to employers who sponsored students taking these courses. During the rest of the period covered by this OSP, the number of places for the study of information related courses supplied by higher and further education establishments increased steadily. Records relating to the MSC's policy development in this area will be selected, as will those of the DES in promoting similar aims.
- 5.2.6 A Micro-electronics Education Programme was developed between 1980 and 1984 to encourage the work being undertaken in schools and colleges, and to sponsor new initiatives. It dealt with curricular development, produced material for teacher training courses and assisted in the production of teaching related software. It was planned that the projects would be commissioned from national

bodies, local and regional organisations and individual institutions. Records relating to the establishment of the programme will be selected though those related to individual projects will not.

5.2.7 Following recommendations made by the Jarratt Committee (see 5.8.3), a centrally funded initiative was introduced to extend the use of computers in support of management capabilities. The Management and Administrative Computing initiative was introduced in 1988. Implementation of the scheme took place outside the period covered by this Operational Selection Policy but records covering the rationale and development of plans for the scheme should be selected.

5.3 Funding of Higher Education

5.3.1 Throughout the period, responsibility for the funding of universities lay with the Universities Grants Committee (UGC) Funding was organised through quinquennial planning. For the 1970s and early 1980s many institutional quinquennial files have been kept as they provide evidence for the way that funding changed especially during a period of stringent cutbacks. Records relating to changes in the organisation of funding will be selected.

5.3.2 Grants given by the UGC fell into two main categories – recurrent and capital grants. Although it is not proposed that the records of the way in which these grants were awarded to individual universities will be selected, files illustrating the way that the amounts were determined and the regulations concerning such allocation will be.

5.3.3 From 1973, constraints were being placed on new building developments, though at the same time universities were given the right to finance small works out of their recurring grants. Records relating to policy decisions will be selected, those relating to grants given to individual establishments will not. However these activities did lead to many universities voicing deep concerns. Records relating to the way in which DES and UGC decided to meet these concerns will be selected.

5.3.4 Along with all other aspects of education, the university sector was greatly affected by the financial constraints of the 1970s and 1980s. Inflation during the 1970s meant that new ways of funding universities needed to be devised and introduced. Throughout the period, discussions as to the best way forward were held between the Department and the UGC. Records relating to these deliberations will be selected from both the DES and the UGC.

5.3.5 By the early 1980s, the effect of the cuts in grant allocations was beginning to be obvious, and universities were having to develop strategies to deal with them. These included reductions in student numbers, in the breadth of subjects being taught and the amount of research that could be undertaken. Although neither

the DES nor the UGC took any direct action in this matter, they did take a deep interest and records illustrating their reactions will be selected.

5.3.6 Also by the early 1980s, the UGC was beginning to relax the controls that it had exerted over building projects undertaken by universities. Parliament welcomed the initiative but had some concerns over the control exerted by the UGC and the amount of monitoring that was taking place. Records relating to the way that the Committee met these concerns will be selected though files dealing with the monitoring of individual universities and projects will not be.

5.3.7 Following recommendations in the Jarratt Report (see 5.8.3), a committee was set up in 1985 under the chairmanship of Lord Croham to examine the functions and organisation of the UGC. The Committee reported in 1987 and recommended the replacement of the UGC by a new body, the Universities Funding Council (UFC). The Government accepted the Croham report in the white paper *Higher Education: meeting the challenge* and the UFC was formally set up in 1988, holding its first meeting in the following year.

5.4 **Local Authority Funding of Further and Higher Education**

5.4.1 During this period, responsibility for the funding of further education institutions and further education courses lay with the local authority through rating systems and by grants from central government. Local authorities were also responsible for the funding of higher education courses held outside the university structure. The National Advisory Board (NAB) carried out advice and monitoring for local authority higher education. The records of NAB and its Welsh counterpart, the Welsh Advisory Board (WAB) have been selected and can be found in UGC 26 and UGC 29 and BD 58 and BD 59, respectively). Records of the Department's relationship with these organisations will also be selected.

5.4.2 A Working group on the Management of Higher Education was set up in February 1977 under the chairmanship of Gordon Oakes. Its main aim was to look at the way in which higher education was managed in the maintained sector in order to ensure better co-ordination with the universities. It also investigated the effects of devolution, with particular emphasis on what national and regional machinery needed to be established. Its report was published in 1978. Records relating to its establishment and those of the Committee itself should be selected.

- 5.4.3 Some of the findings of the Committee were incorporated into the Education Bill 1978. One aspect of this was the modification of arrangements for pooling resources by local authorities. By 1979, clauses in the Bill were designed to improve the arrangements for the financing and management of higher education in the public sector. An upper limit on the level that local authorities would be allowed to pool or share was introduced. At the time this was regarded as a short term to be accompanied by discussions aimed at achieving a more discriminatory allocation of resources by the end of the year.
- 5.4.4 From the late 1970s onwards, LEAs often regarded not awarding discretionary grants as a means of cutting costs. The DES was concerned that this practice would lead to students being unable to undertake further education courses. The DES was involved in all the reviews of procedures for discretionary grants that took place. Records relating to the Department's involvement will be selected.
- 5.4.5 As part of the Government's cost-cutting exercises, the pooling arrangements in place for locally funded higher education was to be limited. The arrangements were designed to ensure that centrally provided money was evenly allocated among LEAs. The decision was announced in 1979 but implementation would not take place until the academic year 1980/81.

5.5 **Directly Funded Institutions**

- 5.5.1 At the beginning of the period covered by this Operational Selection Policy, the DES was responsible for funding directly a small number of further and higher education establishments. These included the Royal College of Art, Cranfield Institute of Technology and the Open University. In 1977, the responsibility for funding these institutions was transferred to the UGC, following discussions that had taken place throughout the decade. Records relating to these discussions and the subsequent decisions will be taken from the records of both the DES and the UGC.
- 5.5.2 In the late 1960s, the DES established a Visiting Committee for each institution which paid regular visits to discuss funding and other administrative matters. This system was abolished in 1988 when funding responsibility passed to the newly formed UFC. Surviving papers of the Visiting Committees have been transferred to The National Archives and can be found in ED 250.
- 5.5.3 Although the Open University was set up to provide a "second chance" for mature students often without formal university entrance qualifications, proposals were made to enable student intake to be widened. The discussions had taken place from 1972 onwards with the first students of the 18+ age group being admitted in 1974. Although the initial discussions are outside the scope of this OSP, records relating to its implementation of its admission policy will be selected.

5.5.4 During the 1970s, the Open University was developing the university site at Milton Keynes. Records relating to the decision to locate the university at Milton Keynes should be selected. Records relating to the details of the buildings, if they survive, should be offered to the Open University.

5.5.5 In 1974, the DES set up a Committee to look into the Open University's requirements for academic staff and to establish criteria for their assessment. Records relating to policy decisions will be selected; those relating to administrative aspects should be offered to the Open University.

5.6 **University College, Cardiff**

5.6.1 Throughout the early 1980's University College, Cardiff was experiencing financial difficulties, though this did not become apparent until 1985. At the end of the year, the UGC brought the matter to the notice of DES, who requisitioned that Price Waterhouse should provide a report on the situation. This report was highly critical. It appeared that the College had made little attempt to reduce its costs as a response to the various cost cutting exercises that had been required and consequently had become increasingly indebted to its bank. The UGC's concern in the matter was passed onto the DES, and the College was told to put its house in order. Due to the traditional respect for the autonomy of universities, neither body felt able to do more.

5.6.2 In the event, this proved insufficient and ultimately the UGC took the previously unheard of step of refusing to pay any further instalments of the recurrent grant until proper management controls had been put in place. This action on the part of the DES had an important effect on the relationship between the Department and the UGC. Records relating to the incident and the steps taken to rectifying the situation will be selected from the records of both government organisations.

5.6.3 A UGC Monitoring Group was set up under Sir Peter Baxendale (before 1986), particularly as it was suspected that Cardiff was not the only university to be in financial difficulties. The result of his inquiry was that the DES was not satisfied with the UGC's performance in budgetary control. Records relating to the Baxendale report and the implementation of its recommendations will be selected. Most will have originated in UGC and subsequently been transferred to Higher Education Funding Council for Wales. Some have already been transferred to The National Archives and can be found in UGC 7.

5.7 **Post-graduate Research**

5.7.1 Responsibility for most of the funding for post-graduate research was shared between the UGC and the Research Councils. The university carrying out the research provided the basic facilities from the recurrent and capital grants provided by the UGC, while the Research Councils provided specific support for selected projects or fields of research.

- 5.7.2 Between 1976 and 1980, there were discussions within the DES, the Health and Safety Executive (HSE), the Medical Research Council (MRC) and the Department of Health on the development of regulations covering research into genetic manipulation. Those regulations agreed and put in place require local education authorities to notify the Health and Safety Executive and the Genetic Manipulation Advisory Group. Two Committees were set up to look into these concerns, the Ashby Committee and the Williams Working Party. Records of these committees can be found in ED 273 and EF 7. Other records relating to the DES' involvement in research in this area will also be selected.
- 5.7.3 By 1980, the UGC was encouraged to ensure that graduates undertook studies in subjects which would be likely to fill a need in the country as well as agreeing with the student's own wishes. From the mid-1980s onwards, various initiatives were introduced to encourage this trend. One such developed by the National Advisory Board on Local Government Higher Education (NAB) and known as the Selective Research Initiative was introduced in 1985. Details of the initiative will be found in NAB's meeting for the period (UGC 26) and files on the subject are in UGC 29.
- 5.7.4 In the early 1980s, a Working Party, under the chairmanship of Sir Alex Merrison, was set up to review the current arrangements for support of university research into natural and social sciences. It was also interested in the relationship between the areas of study, future manpower needs and the future employment of qualified postgraduates. The records of the Working Party together with the department's policy concerning the implementation of its recommendations will be selected.
- 5.7.5 From the late 1980s, it was agreed that the UGC should maintain its selective approach to research funding and would submit a report to Ministers on the way that universities dealt with the money allocated for this purpose. Information concerning the way that this was carried out will be included in the UGC's minutes and papers and files on the Research Allocation Exercise (RAE) 1986 are in UGC 7/1567-1572.

5.8 **University Re-organisation**

- 5.8.1 Starting in 1979, there was a decline in the level of resources made available to universities. In the spring of 1980, Dialogues were held between the UGC and individual universities to plan for forthcoming cuts. In 1981, the universities had been given one month to plan an 18% cut in their budgets for the following three years. It was suggested that cutting 3,000 posts could achieve this. After 1983, further cuts would be likely, as it was believed that there would be a decline in student numbers from that date. Records relating to the policy of dealing with cuts in university funding and the government's suggestions on how they could be met will be selected. Other than some examples (some already transferred into UGC 7), records relating to the plans of individual universities will not.
- 5.8.2 As part of the government's plan to rationalise the university system, individual institutions were required to submit an annual plan for confirmation by the UGC. In many cases this led to the merger of higher education institutions, especially with those LEA funded colleges that were providing extensive higher education courses. Individual plans will not be selected, though the policy decisions behind the projects will be.
- 5.8.3 The Steering Committee for Efficiency Studies in Universities (Chairman Sir Alex Jarratt) was set up in to look into the management structure and administrative systems in universities. In its 1985 report, emphasis was placed on the importance of meeting the needs of employers, good financial management, and linking research with requirements of industry and commerce. Records illustrating the way that the Jarratt recommendations were taken forward will be selected, as will those of the Committee itself.
- 5.8.4 Among the Committee's recommendations were that performance indicators should be developed. In order to take this forward, a Joint UGC/CVCP (Council of Vice-Chancellors and Principals) Working Group was set up by 1985. This does not appear to have been a success as it proved difficult to identify suitable measurements. However, this initiative continued up and probably beyond 1988. References to the subject can be found among the UGC minutes and will be selected from other sources.
- 5.8.5 Right up to the end of the period covered by this Operational Selection Policy, restructuring of universities continued, leading to redundancies and the replacement of new staff in new subject areas. However the authorities believed that staff numbers were not being reduced as quickly as had been hoped, and so it was decided that further mergers would be postponed until 1991. Records relating to this decision will be selected.

5.9 **Academic Salaries**

- 5.9.1 The UGC was initially responsible for determining the level of academic and non-academic salaries within universities, while further education lecturers' salaries were paid for out of the LEA grants. Although the main records will be taken from

the UGC, additional records relating to the DES' input to policy making for both types of institution will be selected.

- 5.9.2 By the end of the 1970s, the financial constraints imposed on university funding were beginning to result in redundancies among university lecturers and other members of staff. Academic staff could no longer rely on security of tenure in their posts as they had in the past. This trend led to some concern in both the DES and the UGC. Records relating to this will be taken from both sources. The Department, together with the UGC were considering changes to the existing pension scheme.
- 5.9.3 The recurrent grants for 1986 were required to include provision for redundancy payments and the effects of early retirement of academic staff. This step was designed to promote the introduction of new, young staff as well as facilitating the rationalisation of university staffing. This initiative appears to have started in 1981 and the policy behind it was published in the UGC's circular letters. A full set of these has been transferred to the PRO and can be found in UGC 10.
- 5.9.4 At the same time, there was concern that there were fewer younger members of staff in many universities. In 1983/4, a scheme known as the New Blood Scheme was introduced designed to encourage younger people to apply for university jobs. Neither this nor its successor, the New Academic Appointments Scheme (NAAS) were initially successful. Files covering the background to both schemes and their implementation will be selected from both DES and UGC.
- 5.9.5 Even while planning for redundancies and early retirement was being undertaken, money was allocated for additional posts, mainly in natural sciences but also in IT, both areas which the government wished to encourage. It was also specified that these posts should be designed to further research rather than undergraduate studies. Files covering the policies behind staffing changes in universities will be selected.

5.10 **Student Fees and Grants**

- 5.10.1 Throughout the period covered by this Operational Selection Policy, changes were constantly being made in the way that grants were allocated, the amounts given and the benefits allowed. A review of the way that students' grants would be calculated in the future had taken place during 1973 and changes were introduced in 1974. These included setting level of grant annually instead of every three years. Consideration was also given to the possibility of introducing particular relief for families in low pay conditions.
- 5.10.2 The Education Act 1975 introduced some changes in the way mandatory grants were implemented. The new regulations gave Initial Teacher Training students access to the same system as university students. The same act introduced clauses to prevent sex discrimination, including the abolition of lower grants for married women living at home, the age when parental support ceased to be the

same and the right of widowers to be treated in the same way as widows. Records relating to these changes will be selected.

- 5.10.3 The 1975 Act also looked at the position of mature students. There were six colleges that provided long-term courses for full-time mature students and for which bursaries were awarded. The Act enabled students to qualify for a normal grant and abolished the bursaries. In the following year negotiations with the Inland Revenue resulted in changes in the tax and benefits system that had direct consequences for mature students. Records relating to these changes will be selected.
- 5.10.4 By 1976, economies and lower grants were beginning to bite. The gap between the fees charged to home students and those from overseas began to narrow. There were changes in parental contributions so that parents were only covering maintenance. This continued until the end of the decade. Records illustrating the attitude of the Department in this area will be selected.
- 5.10.5 As a result of government spending restrictions, by the late 1970s, there could be little change in the mandatory grant system, though a full scale review was held during 1979 and would be likely to affect the 1980/81 academic year. Matters considered included whether a student was independent of his parents, whether he was residential at college or university and whether he had other financial responsibilities. Records illustrating these changes and the thinking behind them will be selected.
- 5.10.6 From the start of the restrictions, it was overseas students that were most affected as the fees they were charged were increasingly expected to reflect the actual costs involved. At the same time a scheme was introduced to enable a limited number of postgraduate research students to be selected on grounds of merit, at the "home students" fees. In 1979, it was determined that overseas students should be required to pay the full cost of their courses. Files illustrating these developments will be selected.
- 5.10.7 During 1984-5, student grants were once again regarded as a matter of concern to DES. The current system was seriously being looked at, with a view to changing the system at that time. Records illustrating the development of departmental policy in this area will be selected.

5.11 **Student Recruitment and Numbers**

- 5.11.1 Real increases in higher education student numbers took place throughout the period covered by this Operational Selection Policy. Much of this was the result of the implementation of the Robbins report (1961-63), which resulted in the extension of Higher Education courses being offered outside the universities. However, by 1975, it appeared that student figures for 1975/76 and 1976/7 would be less than had been expected. This resulted in the Department re-negotiating the amount of the grants to be made. When forecasts for 1978/9

suggested that potential student numbers would continue to decrease, a decision was made to re-allocate money from higher education to the provision of nursery schools. However, in spite of these forecasts, student numbers continued to increase. Files dealing with the way this policy decision was reached will be selected.

5.11.2 In 1973, DES funded a research exercise carried out by the Centre for Research in Social Sciences at the University of Kent. The study considered student preferences for different types of accommodation, a survey of all the facilities available to students and details of the general housing market and its effect on student housing. The project report was published in 1977 and also included the scope for increased home-based study. Records relating to these issues, the result of the report and the implementation of any recommendations will be selected.

5.11.3 By 1977, there had begun to be concern over the number of overseas students. Any policy relating to changes in the way overseas students were recruited had to be approved as a result of the Race Relations Act 1976. Areas affected included differential fees, hotel charges, discretionary awards and arrangements to restrict numbers of new students to the 1975/77. Records relating to the effect of the Race Relations Act on policy making and the way that such policy was implemented will be selected.

5.11.4 In the late 1980s, a scheme was introduced to provide financial assistance to encourage students without the normal qualification requirements to take up certain higher education courses, in particular maths and the new technology. At the same time, there were a number of schemes aimed at increasing the number of pupils from comprehensive schools going to Oxford and Cambridge Universities. In some cases, this could include the university accepting lower A Level grades than usual. The responsibility for carrying out these policies probably lay with the local authority in the first instance and individual universities in the second. The Department would have been the driving force behind the initiatives. Records relating to these initiatives will be selected.

5.12 **Student Relations**

5.12.1 During the 1970s, the question of the propriety of government money (via grants) being used to fund the National Union of Students arose. Much of the concern was due to student activities during the 1960s. During 1977 discussions were initiated, aimed at introducing a more accountable system that would be acceptable to all parties. The period during which this matter was discussed was extended due to the general election in 1979. Some records relating to the Department's concerns have already been selected and those relating to the way in which the matter was resolved will also be selected. Records illustrating the attitude of the DES to student activities will also be selected.

5.12.2 In 1978, guidance was produced relating to the needs of overseas students, particularly relating to welfare matters. One aspect of this was the problems met by such students when living in a very different environment. Records relating to the discussions held with interested bodies and the development of the guidance will be selected.

5.13 **Development of Courses and Subject Areas**

5.13.1 During the 1970s, a number of new subject areas came into prominence. These were often associated with the move to provide a relevant education for those entering the world of work. One of these new subject areas was that of management education, which increased in importance. The DES took a lead in promoting its development. Many Committees and Working Parties were set up to look into progress, and their records have been transferred to the Public Record Office (now The National Archives). Records illustrating the way in which the Department developed the policy will be selected.

5.13.2 In 1976, the establishment of the Further Education Curriculum Review and Development Unit was announced. It was designed to be a major contributor to curriculum development throughout the sector. It initially looked at the immediate post-school environment and concentrated on the needs of the young unemployed. It also considered the curricula designed for people of average or below average ability and those with no clear vocational or academic ambitions. Records of the Unit will be selected.

5.13.3 With the growth in demand for courses at degree and similar levels both from students and future employers, LEAs were encouraged to promote the inclusion of courses at that level in further education institutions. Many of these courses were vocational in content and their introduction proved to be successful. Ultimately this resulted in many colleges of higher education becoming universities in their own right during the 1990s. Files relating to the introduction of this policy and its development will be selected.

5.13.4 The provision of special vocational courses in the field of art and design had been of concern to the DES for a considerable time. Following the amalgamation of the Council for National Academic Awards (CNAA) and the National Council for Diplomas in Art and Design in 1974, a working group was set up to report on the current situation. Records relating to the merger of CNAA and the National Council will be selected, as will those of the Working Group. Those of the National Council have been transferred to The National Archives with the DB letter code.

5.13.5 The UGC was ambivalent about the emphasis on vocational subjects in higher education, as they felt that the time scale was too short for the courses to provide all that might be needed. There was also a feeling that the demands of industry could change rapidly. It preferred a system that gave students the basic

skills during their undergraduate study and which enabled them to develop specialist skills through post-graduate courses or continuing education.

- 5.13.6 During the 1980s, there was a move to rationalise the courses provided in universities, with many of the old established subjects such as 'classics' and 'physics' being broken down. Modern languages was another area looked at closely. Representative files relating to these developments have been selected and transferred to The National Archives. A lot of information on this area can be found among the papers of the various subject-based UGC sub-committees.
- 5.13.7 By 1980, it appeared that the number of students taking certain subjects would decline and that this could have an adverse effect on the needs of a developed industrial society. It was also feared that some minority subjects in well established areas of arts and science might disappear altogether from the curriculum. Discussions on ways by which these trends could be alleviated are included in the minutes of the UGC and its sub-committees. These have been selected and can be found in UGC 11.
- 5.13.8 Courses in medical and related subjects have traditionally been dealt with separately from other academic disciplines. Responsibility was often shared between the DES, UGC and the Department of Health, and funding could come from all three sources. This also included para-medical courses, in which the National Health Service also played a part. Records relating to these activities will be selected using the same criteria as for other academic subjects.

5.14 **Qualifications**

- 5.14.1 The Council for National Academic Awards (CNAA) was set up in 1964, to meet the increased demand for qualifications at degree level, which were increasingly being provided outside the universities. The institution concerned devised many of these courses, and the CNAA's remit was to ensure that the standards achieved were commensurate with that of traditional universities. The Council was abolished in 1993. Records of the Council's meetings have been transferred to The National Archives can be found in DB 3. Records relating to the DES' involvement in setting policies will be selected from the Department's files.
- 5.14.2 In 1973, a study group was set up jointly by the CNAA, the UGC and the Open University to produce guidelines for the introduction of a Diploma of Higher Education (DipHE). Two colleges provided courses in 1974 as a pilot and by 1976 many other FE establishments had followed suit or were preparing plans. The diploma was to be regarded as a higher education qualification in its own right, though legislation was needed to formalise this. Files relating to the initial development of the scheme fall outside the scope of this Operational Selection Policy but those relating to future developments and evaluation will be selected, though those of individual schemes will not.

- 5.14.3 A feasibility study to look into the possibility of establishing an educational credit information service was set up. This would provide information on credits given by academic and professional institutions that could be used in gaining full educational and vocational qualifications. An Education Credit Transfer Study was set up in 1978 under the chairmanship of Mr Russell, to look at ways in which credits gained in one institution could be valid in another. It was agreed between the Open University and the CNAA that they would follow the practice of mutual credit recognition.
- 5.14.4 This was followed in 1979 by a Steering Committee chaired by Dr C C Butler. It recognised that there was a need for a national information service on credit transfer and the Committee put forward proposals for setting it up. It was decided that there should be further investigations into the extent of support for such a service, and the level of financial support that educational institutions were prepared to give.
- 5.14.5 EC directives on a general system for the recognition of higher education qualifications throughout the Community (8242/5 and 4109/86) were produced during 1985/6. This was closely examined by both parliament and interested departments. Records relating to the conclusions reached by the latter will be selected.

5.15 **Initial Teacher Training**

- 5.15.1 The first Bachelor of Education degrees were awarded in 1968 following a recommendation of the Robbins committee. During the next 10 years, there was increasing pressure for teachers to have graduate status with the final non-graduate college entry-taking place in 1979. Throughout the period, there were initiatives aimed at improving the standard of teaching courses, culminating in the establishment of a fully graduate teaching profession. Records that illustrate the development of this policy will be selected. In 1979, the HMI produced a survey on developments in the BEd degree. The report was published and is available in that format. Records covering the decision to carry out the survey and the Department's response to its recommendations will be selected.
- 5.15.2 The Schools (Qualified Teachers) Regulations issued as a statutory instrument in 1973 required all teachers to have qualified teacher status, previously the holding of a degree was considered sufficient. Although the details of the policy leading to this SI fall outside the period of this OSP, its implementation does not. There were continuing changes in the attitude of the Department towards allowing untrained graduates to take up teaching posts. The aim was to phase this out over a few years but it was recognised that for certain subjects this was seen to be impossible. As well as mathematics and science, some practical subjects were also included. Files relating to the way in which the qualification requirements developed will be selected.

- 5.15.3 It was during the 1970s, that the DES took an increased interest in the subjects being studied by students taking initial teacher training courses. The department had identified specific areas where there was a real shortage of qualified teachers and colleges were encourage to promote courses in these areas. Records illustrating the actions taken by the department and advice given to colleges will be selected.
- 5.15.4 The Advisory Council on the Supply and Training of Teachers (ACSTT) was set up in 1973 following a recommendation of the James Committee, with a remit to advise the secretary of state on these matters. Their first task was to look into the provision of in-service training and this was shortly extended to cover induction training. The Council was wound up in 1979 and was replaced by the Committee on the Supply and Education of Teachers in 1980. The body was wound up in its turn in 1985 when its functions were taken over by the Council for the Accreditation of Teacher Education (CATE). Records of the various bodies and policy files concerning their existence will be selected.
- 5.15.5 By 1975 steps were in hand to re-organise initial teacher training and further education. The changes were designed to broaden the scope of institutions offering initial teaching training, so that the teaching element was incorporated within a wider selection of courses. The result was that colleges of education were merged with universities and polytechnics. This would result in fewer teachers being trained than in the traditional colleges.
- 5.15.6 The Green Paper "Education in Schools" published in 1977 included sections on initial teacher training. It looked at the academic standards and competence in basic skills of new entrants to teacher training and the importance of input into the educational process by industry. It advocated that courses should be broadened and designed to fit trainees for their future jobs. This was one of the steps that finally led to a fully graduate teaching profession and records relating to this subject will be selected.
- 5.15.7 The Green Paper also advocated the need to encourage people from minority groups, mainly those of differing ethnic backgrounds, to join the profession. The need to recruit older and experienced candidates, particularly from industrial and business backgrounds was also recognised. Much of the work in achieving these aims was carried out by ACSTT and a number of committees and working groups were set up. Records of the policy in these areas and those of the relevant committees will be selected.
- 5.15.8 Resulting from these developments, proposals to greatly reduce the number of students taking initial teacher training courses were announced in 1977. This was partly due to an increase in the number of students taking post-graduate teaching courses, but also because there was already concern over the possibility of teacher redundancies. Another factor was caused by an increase in

the number of students taking courses leading to a recognised qualification at polytechnics. Records illustrating these developments will be selected.

- 5.15.9 During 1978, a requirement that all new teachers should be able to provide evidence that they were proficient in English language and mathematics up to "O" level standard was introduced. Local Authorities would be expected to introduce preparatory courses to ensure this. At the same time that entry qualifications for teachers were becoming more stringent, it was recognised that exceptions might be necessary to ensure that sufficient teachers from ethnic backgrounds would be recruited. Files containing background information relating to this development will be selected.
- 5.15.10 One of the results of these changes was that by 1980s many teacher training colleges had been closed or merged with universities and colleges of further education. This led to a decrease in the number of teachers being trained, which was regarded as an advantage as it was believed that few teachers would be required in the future. These merges led to concern over the location of the surviving institutions. It was felt that there was too much concentration in the north, the southeast and London. Although this issue was not felt to be insuperable, there was a certain amount of discussion. Files will be selected covering the development of the policy and some examples of actual mergers from the records of the UGC.
- 5.15.11 Another result of the mergers was that a number of former colleges of education became redundant and decisions had to be made over the future of the buildings concerned. It was felt that such buildings should continue to be used for educational purposes, but there was a significant amount of discussion on what form this should take. Records relating to these discussions will be selected, though those relating to the fate of individual colleges will not.
- 5.15.12 The Council for the Accreditation of Teacher Education (CATE) was set up in 1984 to give advice to ministers on the provision of initial teacher training courses. As part of this remit, they undertook a programme to review all existing courses. CATE continued its work until 1989 when it was reconstituted in 1990 with a new remit under the same name. The minutes and papers of the original CATE and its successor will be selected.

5.16 **Teaching within Further and Higher Education Institutions**

- 5.16.1 As well as its responsibilities relating to the supply of teachers in maintained schools, ACSTT was asked to look at the training available for teachers in FE institutions. In 1977, Regional Advisory Councils for Further Education had to submit plans for developing training for full time staff. Subsequently induction courses were provided for further education teachers without previous training or experience. In 1979 a two-year certificate course was introduced as part of in-service training. By 1986, it had been recognised that the standard of teaching in colleges and universities was still in need of improvement and additional money

was allocated for the training of lecturers in further education. Records illustrating the development of the initiative will be selected though those relating to individual schemes will not.

5.17 **Adult Literacy and Basic Skills**

5.17.1 The Department has always shown concern that full encouragement should be given to the teaching of basic reading and mathematics to adults. In 1975, the Adult Literacy Resource Unit (ALRU) was set up as an independent body to promote activities in this sphere. In 1978 it became the Adult Literacy Unit (ALU) and in 1980 the Adult Learning and Basic Skills Unit (ALBSU). The minutes and papers of these organisations have been transferred to The National Archives and can be found under the lettercode FL. Following the replacement of ALBSU by the Basic Skills Unit in 1995, records have been transferred to the University of London Institute of Education. Records of the DES illustrating its activities regarding the Unit will be selected.

5.18 **Non-Vocational Adult Education**

5.18.1 In 1977, the Advisory Council for Adult and Continuing Education (ACACE) was set up. It was designed to promote co-operation between the course suppliers and to guide future policies. There was also a joint NAB/UGC Continuing Education Standing Committee that was active in the late 1980s. Records of these Committees have been selected and transferred to The National Archives in series UGC 7, 26 and 29.

5.18.2 The Workers' Educational Association (WEA) had made an agreement with the DES to encourage education for the underprivileged, and this was to include education in social and political matters. Funding for this project would be supplied by central government. Records illustrating the DES' policy towards the WEA will be selected.

5.18.3 In 1987, the Secretary of State announced that direct funding for extra-mural studies would cease from the end of March 1989. The Department set up a working party to discuss the details of the change and the responsibility for funding was passed to the UGC. Records of the Working Party will be selected.

5.19 **Social Inclusion**

5.19.1 In 1975, the National Council on Education for Industry and Commerce set up a working party to look into the implications of recent legislation on equal opportunities for women. By 1974, the White Paper, *Equality for Women* recommended the provision of equal facilities for men and women. The resulting Sex Discrimination Act 1975 did not require educational institutions to become co-educational. The part played by the DES in achieving this result will be selected.

5.19.2 In 1976, The Centre for Information and Advice on Education Disadvantage was set up as an independent, grant-aided body. Its remit was very broad and it was required to look at all aspects of the subject. Most of its activities related to school based education and is not covered in this Operational Selection Policy, but it also considered the needs of 14-19 disadvantaged school leavers at a time of high unemployment. Records relating to its establishment and activities (where they survive) should be selected.

5.20 **Youth Services**

5.20.1 The DES had responsibilities for providing grants through local authorities and in some cases, directly to support voluntary youth services. These include various projects involving young people, the maintenance of village halls and community centres. In 1976 new systems for allocating grants to such organisations were agreed. These came into operation during 1978/9. Records relating to the Department's policy will be selected but those for individual cases will not.

5.20.2 In 1975, the Department held meetings with the main statutory and voluntary organisations with a view to identifying future needs and the best ways of meeting them. In 1976, the negotiations aimed at devising a more satisfactory method of distributing grants to national voluntary youth organisations were completed. The recommendations would become operational in 1978/79.

5.20.3 In 1976, the Youth Service Forum became operational. Its main function was to examine the ways in which young people could influence youth service policy, and how that service could be related to the wider community and whether it needed to be restructured. In 1979, the Forum was disbanded and the services it had provided continued through discussions between the DES and individual and groups of organisations. It is unlikely that the records of any of these discussions would have survived or that they will be selected. Records relating to the decisions to establish and abolish the Forum will be selected, as will those of its proceedings (if they still exist).

5.20.4 The need for in-service training in Youth and Community Service was recognised during the 1970s, and an in-service and education panel was set up in 1975. Records relating to the establishment of this body and the DES involvement in its activities will be selected. HMI reports relating to the work of individual panels can be found in ED 235.

5.21 **Health and Safety**

5.21.1 Responsibilities for ensuring health and safety matters in universities, colleges and other educational institutions include, in addition to the general duties, the requirement to monitor the controls for the use and storage of dangerous substances in laboratories. These can include radioactive substances as well as various chemicals. The responsibility for this aspect lies with the Health and Safety Executive.

5.22 **Statistics**

- 5.22.1 A number of the government organisations holding responsibility for education matters collected statistics on a regular basis. These were normally published and in this format will be available elsewhere. In the unlikely event that they survive as datasets, The National Archives will consider them for transfer, but it should be noted that statistics produced by the UGC were incorporated in each annual report and can be found in UGC 6.

5.23 **International relations**

- 5.23.1 Throughout the period of this Operational Selection Policy, there was regular contact between the Secretary of State for Education and the heads of the Training Agencies and their counterparts abroad, as well at more junior levels. British officials took part in international meetings and conferences. In the majority of cases the record will have been kept by the international organisations themselves, but in cases where there was extensive internal briefing or post-meeting discussions, records will be selected.
- 5.23.2 The European University Institute was launched in 1975 and the first students arrived in 1976. It was designed for postgraduate studies and research projects relating to the history of Europe. Although the DES was not the lead department, this position being taken by the Foreign and Commonwealth Office, it was closely involved in this initiative including taking a part in setting its terms of reference (file at ED 121/1195). Files relating to the department's later activities in this area will be selected.
- 5.23.3 The Central Bureau for Educational Visits and Exchanges was set up in 1948 to make it easier for teachers to gain experiences in other countries, in particular the Commonwealth, Europe and the USA. Until 1993, the DES provided sponsorship and appointed its members. Thereafter it became an integral part of the British Council. The records of the main Committee of the Bureau have been transferred to The National Archives and can be found in the FB letter code.

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